**Original Lesson**

**Lesson Title:** Concept Maps  
  
**Suggested Grade Level:** 1st  
  
**Estimated Lesson Time:** 20 minutes teaching time; 40 minutes of activity  
  
**Student Prior Knowledge:**  
Students understand what a graphic organizer is and how it can help them.  
  
**Standards:**  
LA.1.3.1.1 The student will prewrite by generating ideas from multiple sources (e.g., brainstorming, webbing, drawing, group discussion, other activities)  
LA.1.6.4.1: The student will use appropriate available technology resources (e.g., writing tools, digital cameras, drawing tools) to present thoughts, ideas, and stories.  
  
**Goals:** Students will identify and create concept maps to further understand the idea of graphic organizers, while using the classroom smart board. Constructing these maps will help students separate ideas, places, etc. into different categories.  
  
**Learning Objectives or “I can statements”:**  
I can create a concept map.  
I can brainstorm for ideas.  
I can organize concepts into different categories for assignments.  
  
**Procedures:**

1. Ask what we want to talk about (sports, movies, flowers, holiday, etc.) and choose one to elaborate on (5 minutes).
2. On the smart board, draw a blank concept map and explain what it is (5 minutes).
3. Make a list of what the chosen topic entails and add to the branches. Have some students come up to the board and write a fact down on a branch (10 minutes).
4. Have students create their own concept map on the computers in the classroom (using resources such as bubbl.us or power point) while teacher(s) walk around to help (rest of class time).

**Assessment:**  
The teacher(s) will assess students’ by having each create concept maps of their favorite sport, movie, etc. during class and at home. They will turn it in the next school day.

**Changed Lesson**

**Lesson Title:** Concept Maps  
  
**Suggested Grade Level:** 1st  
  
**Estimated Lesson Time:** 60 minutes  
  
**Student Prior Knowledge:**  
Students understand what a graphic organizer is and how it can help them.  
  
**Standards:**  
LA.1.3.1.1 The student will prewrite by generating ideas from multiple sources (e.g., brainstorming, webbing, drawing, group discussion, other activities)  
LA.1.6.4.1: The student will use appropriate available technology resources (e.g., writing tools, digital cameras, drawing tools) to present thoughts, ideas, and stories.  
  
**Goals:** Students will identify and create concept maps to further understand the idea of graphic organizers, while using the classroom smart board. Constructing these maps will help students separate ideas, places, etc. into different categories.  
  
**Learning Objectives or “I can statements”:**  
I can create a concept map.  
I can memories routines.  
I can organize activities in order.  
  
**Procedures:**

1. Students will write down their morning routine on a piece of paper (15 minutes).
2. On the smart board, draw a blank concept map and write in an example of a morning routine concept map (10 minutes).
3. Students will create their own concept map of their morning routine (20 minutes).
4. Students will look at their classmates’ morning routine and try to figure out the order in which it takes place. (15 minutes)

**Assessment:**  
The teacher(s) will assess students’ making sure that their concept maps are similar to the list of routines they wrote down.

**Adaptation:**

Students will be assisted with memorizing their morning routines and will be able to ‘make-up’ stuff if they are unable to remember.